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EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Digital  
Resources  
Included

Grade

5

# 180 Days of READING for Fifth Grade



DATE: \_\_\_\_\_

## SPECIAL PRIZE



...helmet in the back of the car. ...the bike together after dinner. When dir ...r, the bike was ready to ride. Dad called upst ...e steps two at a time with Tasha right behind f ...Denise couldn't wait to ride it. But then she saw ...how she would feel if Tasha had gotten a new b ...it out first, Tasha?"

the helmet. She hot ...mescock. Denise d

NAME: \_\_\_\_\_

### DIRECTIONS

Read "A Special Prize" and then answer

1. Which purpose for reading is most appropriate for this text?
- A to find out who won a special prize
  - B to learn how to win a special prize
  - C to learn about a famous person's special prize
  - D to make my own special prize

2. Based on the title and the illustration, what would you predict the prize is?
- A a new sweatshirt
  - B a helmet
  - C a bike
  - D money

3. Why would the author use the word longingly to describe the way Tasha looked at the bike?
- A to describe how big the bike was
  - B to express how much Tasha wanted a bike, too
  - C to remind the reader that Tasha is tall
  - D to share how much the sisters do not like each other

4. How are Denise's parents likely feeling when she lets Tasha ride first?
- A proud
  - B angry
  - C ashamed
  - D upset

5. Why does Denise feel nervous quickly when Denise's dad calls her?
- A She is angry with her dad.
  - B She is afraid of her dad.
  - C She is in a hurry to ride her bike.
  - D She is late for school.

6. What would likely have happened if Dad had put the bike together at the bike shop?
- A The bike would break.
  - B Tasha would get to keep the bike.
  - C Denise would not need a helmet.
  - D The bike would not fit in the car.

7. Everyone knows what it is like to want something. This helps readers to understand what?
- A how to put a bike together
  - B how Tasha feels about Denise's bike
  - C why Denise needs a helmet
  - D why the family goes to the bike shop

8. Which type of text would most likely reflect the theme of this text?
- A a manual for putting together a bike
  - B a history text about how bicycles were invented
  - C a poem about the ups and downs of having a sibling
  - D an advertisement for a toy store

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Margot Kinberg

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## INTRODUCTION AND RESEARCH

### The Need for Practice

In order to be successful in today’s reading classroom, students must deeply understand both concepts and procedures so that they can discuss and demonstrate their understanding. Demonstrating understanding is a process that must be continually practiced in order for students to be successful. According to Marzano, “practice has always been, and always will be, a necessary ingredient to learning procedural knowledge at a level at which students execute it independently” (2010, 83). Practice is especially important to help students apply reading comprehension strategies and word-study skills.

### Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students’ comprehension and word-study skills. This is important so that teachers can adequately address students’ misconceptions, build on their current understanding, and challenge them appropriately. Assessment is a long-term process that often involves careful analysis of student responses from a lesson discussion, a project, a practice sheet, or a test. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students’ responses and to identify those areas where additional instruction may be required. In short, the data gathered from assessments should be used to inform instruction: slow down, speed up, or reteach. This type of assessment is called *formative assessment*.

# HOW TO USE THIS BOOK

*180 Days of Reading for Fifth Grade* offers teachers and parents a full page of daily reading comprehension and word-study practice activities for each day of the school year.

## Easy to Use and Standards Based

These activities reinforce grade-level skills across a variety of reading concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each reading lesson, or as homework.

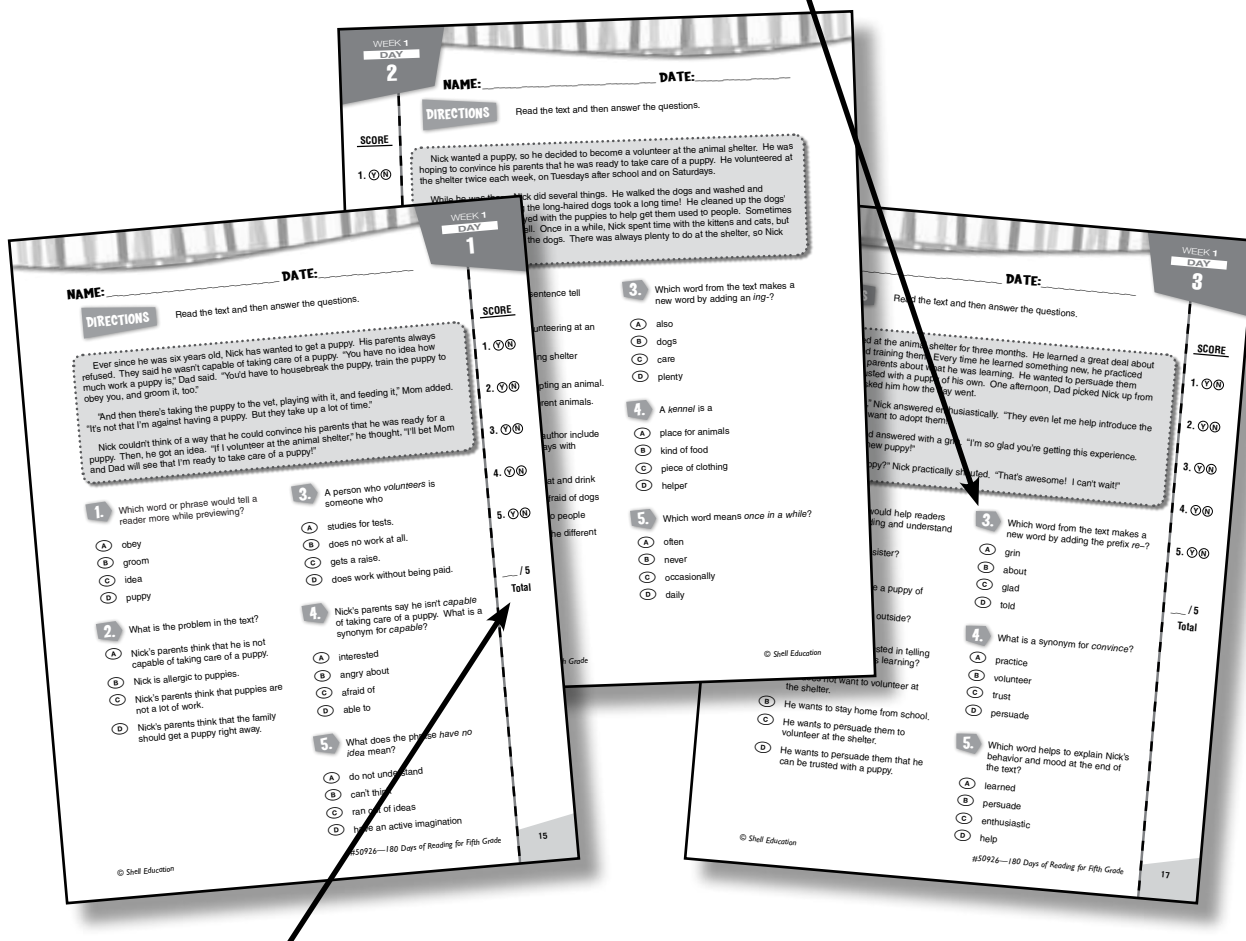
Every fifth-grade practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in reading comprehension and word study, allowing them to build confidence through these quick standards-based activities.

Question	Common Core State Standard
Days 1–3	
1–2	<b>Reading Anchor Standard 1:</b> <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
3–5	<b>Reading Anchor Standard 4:</b> <i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</i> <b>or</b> <b>Reading Foundational Skills Standard 3:</b> <i>Know and apply grade-level phonics and word analysis skills in decoding words.</i>
Day 4	
1–2	<b>Reading Anchor Standard 10:</b> <i>Read and comprehend complex literary and informational texts independently and proficiently.</i>
3	<b>Reading Anchor Standard 6:</b> <i>Assess how point of view or purpose shapes the content and style of a text.</i>
4–6	<b>Reading Anchor Standard 1:</b> <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
7–8	<b>Reading Anchor Standard 2:</b> <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>
Day 5	
	<b>Writing Anchor Standard 4:</b> <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>

## HOW TO USE THIS BOOK *(cont.)*

## Using the Practice Pages

Practice pages provide instruction and assessment opportunities for each day of the school year. The activities are organized into weekly themes, and teachers may wish to prepare packets of each week's practice pages for students. Days 1, 2, and 3 follow a consistent format, with a short piece of text and five corresponding items. As outlined on page 4, every item is aligned to a reading standard.

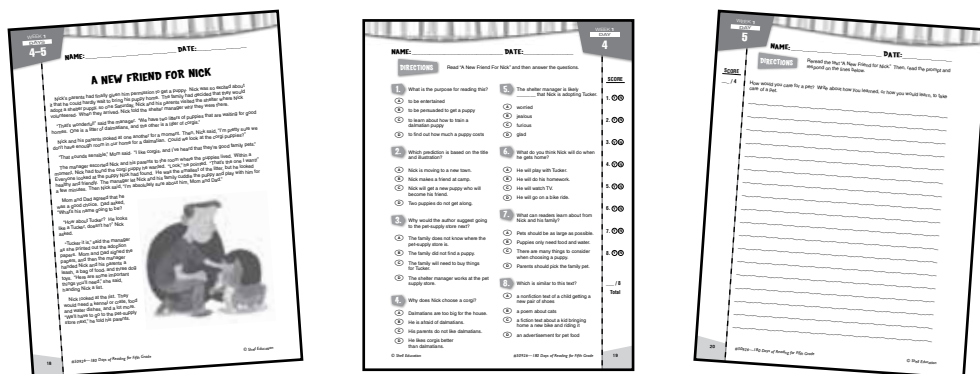


## Using the Scoring Guide

Use the scoring guide along the side of each practice page to check answers and see at a glance which skills may need more reinforcement.

Fill in the appropriate circle for each problem to indicate correct (Y) or incorrect (N) responses. You might wish to indicate only incorrect responses to focus on those skills. (For example, if students consistently miss items 2 and 4, they may need additional help with those concepts as outlined in the table on page 4.) Use the answer key at the back of the book to score the problems, or call out answers to have students self-score or peer-score their work.

# HOW TO USE THIS BOOK *(cont.)*



A longer text is used for Days 4 and 5. Students answer more in-depth comprehension questions on Day 4 and complete a written response to the text on Day 5. This longer text can also be used for fluency practice (see page 7).

## Writing Rubric

Score students' written response using the rubric below. Display this rubric for students to reference as they write.

Points	Criteria
4	<ul style="list-style-type: none"> <li>• Uses an appropriate organizational sequence to produce very clear and coherent writing</li> <li>• Uses descriptive language that develops or clarifies ideas</li> <li>• Engages the reader</li> <li>• Uses a style very appropriate to task, purpose, and audience</li> </ul>
3	<ul style="list-style-type: none"> <li>• Uses an organizational sequence to produce clear and coherent writing</li> <li>• Uses descriptive language that develops or clarifies ideas</li> <li>• Engages the reader</li> <li>• Uses a style appropriate to task, purpose, and audience</li> </ul>
2	<ul style="list-style-type: none"> <li>• Uses an organizational sequence to produce somewhat clear and coherent writing</li> <li>• Uses some descriptive language that develops or clarifies ideas</li> <li>• Engages the reader in some way</li> <li>• Uses a style somewhat appropriate to task, purpose, and audience</li> </ul>
1	<ul style="list-style-type: none"> <li>• Does not use an organized sequence; the writing is not clear or coherent</li> <li>• Uses little descriptive language to develop or clarify ideas</li> <li>• Does not engage the reader</li> <li>• Does not use a style appropriate to task, purpose, or audience</li> </ul>
0	Offers no writing or does not respond to the assignment presented

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## THE CEREAL MAN

Did you have cereal for breakfast this morning? If you did, you're not alone. Millions of people eat cereal for breakfast every day. In fact, cereal is popular all over the world. It all started with one man, Will Keith Kellogg.

Will was born on April 7, 1860, in Battle Creek, Michigan. His first job was as a stock boy at the Battle Creek Sanitarium. A sanitarium is a special kind of place that is a little like a hospital. A *sanitarium* is meant for people who are ill for a long time or who are getting over a serious illness. Will had other jobs as he got older. But when he grew up, he became manager of the sanitarium. His brother, John, was the chief doctor there.



*Will Keith Kellogg*

One big problem at the sanitarium was the patients' diets. The patients needed healthy diets, but it was also important for the food to taste good. Will was trying to find a good food choice to take the place of bread, but it wasn't going very well. Then, by accident, Will found something even better. He left some wheat to cook too long. When it was rolled out, it formed large, thin flakes. He asked his brother to serve it to the patients, and they loved it! In fact, they liked it so much that they wanted breakfast flakes sent to them even after they left the sanitarium. So Will started a new business in 1884: selling packaged breakfast flakes. Before long, Kellogg's breakfast cereal was popular in other countries, too. Today, there are many kinds of breakfast cereals. But it all started with one man and one idea.

Will did more than just create breakfast flakes. His company made a lot of money. But he did not keep it. He used much of his money to help children. He also used his money to help in several other charities. Will Kellogg died in 1951. But his most famous invention is as popular as ever.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "The Cereal Man" and then answer the questions.

**1.** Which paragraph gives Will Kellogg's date of birth?

- (A) the first paragraph  
 (B) the second paragraph  
 (C) the third paragraph  
 (D) Will's date of birth is not provided.

**2.** What did Will do before he became manager of the sanitarium?

- (A) He used his money to help children.  
 (B) He started a new company.  
 (C) He invented breakfast flakes.  
 (D) He was a stock boy.

**3.** What is the author's purpose?

- (A) to describe Will Kellogg and his invention  
 (B) to get the reader to buy cereal  
 (C) to explain how to make cereal  
 (D) to explain where Battle Creek is

**4.** What might have happened if Will's brother had not served breakfast flakes to his patients?

- (A) People would not know about cereal.  
 (B) The patients would love breakfast flakes.  
 (C) Will Kellogg's company would have become very successful.  
 (D) Will would have invented breakfast flakes.

**5.** Which of these would be a good word to describe Will Kellogg?

- (A) selfish  
 (B) nervous  
 (C) lazy  
 (D) generous

**6.** Which is probably **not** a way that people learned about cereal in 1884?

- (A) by talking to people about it  
 (B) on the Internet  
 (C) by reading about it  
 (D) by seeing it in stores

**7.** Which lesson does this text teach about inventions?

- (A) It is too hard to invent new things.  
 (B) Healthy food can never taste good.  
 (C) Inventing new things can be dangerous.  
 (D) Great inventions can be accidental.

**8.** Why was it so important for the patient food to taste good?

- (A) People could not find unhealthy food.  
 (B) People wanted to eat food that did not taste good.  
 (C) People would not eat healthy food that didn't taste good.  
 (D) People needed to eat more food.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Evan looked up at the clock in the school gymnasium. It was already nearly five o'clock. He would have to leave soon to be home in time for dinner. Evan had been practicing basketball and had lost track of the time. Now he would have to hurry. He had heard that there was a shortcut from his school to his street, so today he decided he would take it. He changed into his regular clothes, put his sneakers back on, and started for home. The shortcut led through a small park that Evan had never seen before, and he wanted to stop and explore. But he knew he would be late if he did, so he hurried home. Tomorrow, he promised himself, he would look around that park.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

1. Which word tells a reader the most about this text?

- (A) shortcut
- (B) explore
- (C) park
- (D) five

2. Which event happens first?

- (A) Evan changes into his regular clothes.
- (B) Evan promises himself to look around the park.
- (C) Evan discovers a small park.
- (D) Evan decides to take a shortcut.

3. Which definition of *park* is used in this text?

- (A) settle
- (B) a road
- (C) leave your car
- (D) a place to play

4. What does it mean to take a *shortcut*?

- (A) to take a new way somewhere
- (B) to take a longer way somewhere
- (C) to take a shorter way somewhere
- (D) to take a dangerous way somewhere

5. What does it mean to *lose track of time*?

- (A) to know what time it is
- (B) to not pay attention to the time
- (C) to not be able to find a clock
- (D) to buy a new clock

# CONTENTS OF THE DIGITAL RESOURCE CD

## Teacher Resources

Page	Document Title	Filename
4	Standards Correlations Chart	standards.pdf
6	Writing Rubric	writingrubric.pdf writingrubric.doc
7	Fluency Assessment	fluency.pdf
8	Diagnostic Assessment Directions	directions.pdf
10	Practice Page Item Analysis Days 1–3	pageitem1.pdf pageitem1.doc pageitem1.xls
11	Practice Page Item Analysis Days 4–5	pageitem2.pdf pageitem2.doc pageitem2.xls
12	Student Item Analysis Days 1–3	studentitem1.pdf studentitem1.doc studentitem1.xls
13	Student Item Analysis Days 4–5	studentitem2.pdf studentitem2.doc studentitem2.xls

# CONTENTS OF THE DIGITAL RESOURCE CD *(cont.)*

## Practice Pages

The six practice pages for each week are contained in each PDF. In order to print specific days, open the desired PDF and select the pages to print.

Pages	Week	Filename
15–20	Week 1	week1.pdf
21–26	Week 2	week2.pdf
27–32	Week 3	week3.pdf
33–38	Week 4	week4.pdf
39–44	Week 5	week5.pdf
45–50	Week 6	week6.pdf
51–56	Week 7	week7.pdf
57–62	Week 8	week8.pdf
63–68	Week 9	week9.pdf
69–74	Week 10	week10.pdf
75–80	Week 11	week11.pdf
81–86	Week 12	week12.pdf
87–92	Week 13	week13.pdf
93–98	Week 14	week14.pdf
99–104	Week 15	week15.pdf
105–110	Week 16	week16.pdf
111–116	Week 17	week17.pdf
117–122	Week 18	week18.pdf
123–128	Week 19	week19.pdf
129–134	Week 20	week20.pdf
135–140	Week 21	week21.pdf
141–146	Week 22	week22.pdf
147–152	Week 23	week23.pdf
153–158	Week 24	week24.pdf
159–164	Week 25	week25.pdf
165–170	Week 26	week26.pdf
171–176	Week 27	week27.pdf
177–182	Week 28	week28.pdf
183–188	Week 29	week29.pdf
189–194	Week 30	week30.pdf
195–200	Week 31	week31.pdf
201–206	Week 32	week32.pdf
207–212	Week 33	week33.pdf
213–218	Week 34	week34.pdf
219–224	Week 35	week35.pdf
225–230	Week 36	week36.pdf